

4 month reporting date 4/05/07  
8 month reporting date 8/05/07  
12 month completion date 12/05/07

## Doland School District Improvement Plan/Progress Report Form

### Principle : 2 - Free Appropriate Public Education

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:26 Extended school year authorized.** The district shall provide special education or special education and related services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE.

An IEP pursuant to chapter 24:05:27 shall be developed by the IEP team and implemented with informed parental consent. The IEP team shall determine the length of the school day and duration of extended school year services based on the individual child's needs.

Through interview and a review of student records, consent for ESY was not obtained for two students.  
The length of day and duration of service was not specified for another student.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures a free appropriate public education is provided to all eligible children with disabilities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All eligible children with disabilities will be provided a free appropriate public education by the school district..

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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1. What will the district do to improve? <b>Technical Assistance will be provided to special education staff on ESY procedures.</b>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	(completed by SEP)
What data will be given to SEP to verify this objective? <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b>			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

### **Principle: 3 - Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:30:17. Consent.** "Consent" means that the parents have been fully informed in the native language or another mode of communication of all information relevant to the activity for which consent is sought in the native language or another mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought; the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parents is voluntary and may be revoked in writing at any time. If a parent revokes consent, that revocation is not retroactive (i.e., the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked).

Through interview and a review of student records the monitoring team identified one student who received speech, language, behavior and adaptive behavior evaluations which were not included on the written prior notice/consent. The written prior notice/consent for another student stated behavior would be assessed however no evidence the evaluation was administered could be located.

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will obtain written parental consent before conducting a first-time evaluation, and reevaluation and ensure all areas of concern on the prior notice are evaluated.

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All initial evaluations, and reevaluations conducted by the district will have written parental consent prior to conducting the evaluations, and administrate evaluate all areas noted on the prior notice.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve? <a href="#">Technical Assistance will be provided to special education staff on prior notice consent procedures. Also the district will send a copy of the signed consent form to the school psychologist who will assist in tracking information.</a></p> <p>What data will be given to SEP to verify this objective?  <a href="#">The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</a></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	(completed by SEP)

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

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<b>Principle: 3 - Appropriate Evaluation</b>			
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u>ARSD 24:05:25:04. Evaluation procedures.</u> School districts shall ensure, at a minimum, that evaluation procedures include the following: (1) Tests and other evaluation materials are provided and administered in the child's native language or by another mode of communication that the child understands, unless it is clearly not feasible to do so.  Through a review of student records the monitoring team noted that an interpreter was not used during the reevaluation procedures for a student. Documentation on the determination for reevaluation form, the multidisciplinary team report and the consideration of special factors in the IEP indicated the student may be limited English proficient. There was no indication in the evaluation report that the results may be invalid.			
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district ensures the proper identification of students with disabilities through the evaluation process.			
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All students will have proper identification through the initial or reevaluation process for special education services.			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>

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<p>1. What will the district do to improve? <b>Technical Assistance will be provided to special education staff on procedures for evaluating in the child's native language or by another mode of communication that the child understands.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	(completed by SEP)
Please explain the data (4 month)			
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<b>Principle: 5 - Individual Education Program</b>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><b><u>ARSD 24:05:25:06. Reevaluations.</u></b> Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents.</p> <p><b><u>ARSD 24:05:27:08. Yearly review and revision of individual educational programs.</u></b> Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year.</p> <p>Through interview and a review of student records, the 25 school day reevaluation timeline was exceeded for one student. Consent was received on 9-26-06 and the last evaluation was conducted on 10-27-06. The annual review timeline was exceeded for one student (10-12-05 to 10-18-06).</p>

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the evaluation or reevaluation and annual review timelines are not exceeded.</p>			
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>Initial evaluation(s) or reevaluation(s) and annual IEP review timelines will be followed for all students.</p>			
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Record Date Objective was Completed</b></p>
<p>1. What will the district do to improve? <b>Technical Assistance will be provided to special education staff on Initial evaluation(s) or reevaluation(s) and annual IEP review timelines procedures. Also the district will send a copy of the signed consent form to the school psychologist who will assist in tracking evaluation timeline.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b></p>	<p><b>April 15, 2007</b></p>	<p><b>Special Education Staff and Director</b></p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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**Principle: 5 - Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:13.02. Transition services.** Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to pos-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through a review of two student records the activities and services developed did not represent a coordinated set of activities. There was no evidence of an annual goal or activity/service that would help the students to progress towards the stated post-secondary goals.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Transition plans for all students who receive special education services will be a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

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<p>1. What will the district do to improve? <b>Technical Assistance from the district regional liaison representative will be provided to special education staff on transition procedure for students on an IEP.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the date, time and the recipients of the technical assistance.</b></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

<p>2. What will the district do to improve? <b>All IEPs written for students of transition age will reflect a coordinated set of activities, student strengths and interests to prepare them for post school activities.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district special education staff and director will review all transition IEPs written during the progress reporting period and report to SEP the total number of IEPs reviewed and the number that met requirements.</b>          Or  <b>If there is not a student requiring transition planning a sample IEP will be developed by the special education teacher and submitted to SEP.</b></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	
Please explain the data (4 month)			



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**Principle: 5 - Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include:

(3) A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student,

**CFR 300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services**

What is required is the that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly stated in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Through interview and a review of two student records, the monitoring team concluded the district did not specifically state the various services to be provided to the student in the IEP. The IEPs simply stated "special education services" along with a total amount of time and location.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures all IEP contain the required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students who are in need of special education services will have a description of the special education service documented on their IEP

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<p>1. What will the district do to improve? <b>Technical Assistance will be provide to special education staff on how to document on IEPs a description of the child's special education service(s).</b></p> <p>What data will be given to SEP to verify this objective? <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
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